

Comprehensive School Safety Plan

SB 187 Compliance Document

2022-2023
School Year

School: Sycamore Creek Community
Charter School
CDS Code: 30-10306-0139352
Authorizer: Orange County Department of
Education
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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the Sycamore Creek Community Charter School office.

Safety Plan Vision

What is a safe school?

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

- -Taken from “Safe Schools: A Planning Guide for Action” California State Department of Education

“Safe School Vision”

The Sycamore Creek Community vision ~ Community and staff provide a positive and safe environment that promotes responsibility and productive learning in all students, striving for academic and social success.

Our school believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities.

Components of the Comprehensive School Safety Plan

Sycamore Creek Community Charter School Safety Committee

Sarah Bach, PhD, Alisha Walker, Kimberly Telfer-Radzatz, PhD, Amy Green-Bosinoff, Leticia Quinlan, Maria Urdinarraín, Stephen Wolcott

Emergency Operation Safety Plan Team

Assessment of School Safety

Sycamore Creek Community's positive climate is evident in a variety of areas. Our programs for students who are struggling academically are well established school-wide. Though there are slight variances between classrooms in classroom management, all teachers have been trained to use the Positive Behavior Intervention Support System (PBIS). Upcoming trainings include in-house de-escalation techniques and working with challenging behaviors by the LAC Charter SELPA Teachers work closely with the administration to provide a consistent, school-wide discipline approach while also meeting the needs of individual students. Our School works with a Psychologist, Director of Special Education, and other trained staff members provide social skills training for students with identified needs.

Procedures for early identification and intervention are securely established. The Student Support Team often serves as a planning and problem-solving team related to school behavior. Behavioral plans, IEPs and 504s provide specific procedures for addressing the behavioral needs of select students. The administration works with teachers and families to support the behavioral needs of the students. a system of progressive discipline and social/emotional modification support, the students are able to make significant progress in improving their behaviors.

We intend to conduct a 6th- 8th grade Climate Survey this spring to determine the percentage of students that are happy to be at school, percentage of students who believe that adults are happy to see them at school, percentage of those who feel they are an important part of the school, percentage who are proud to be attending our school and percentage who believe that the teachers at our school treat the students fairly and that they care about the students. We want all of our students to feel that the other students at our school treat each other with respect, know the school rules and are able to go to a teacher on campus who will help them solve problems with other students. We want our students to believe that the school teaches students to be responsible for their actions and that the school teaches students to treat each other with respect. We will determine the level to which we have a safe and kind school based upon this survey. We also intend to determine if students feel safe, follow school rules and are taught the difference between right and wrong.

In summary, Sycamore Creek Community Charter School has established and maintains a positive school climate, provides early identification/intervention, proactively addresses potential behavioral issues, and effectively manages unanticipated behaviors. Sycamore Creek Community Charter School's positive climate is evident in a variety of areas. Our programs for students who are struggling academically are well-established school wide. Information from the 5th/6th Grade Climate Survey and SCCCS' discipline data will be shared with the Emergency Operation Safety Plan team and utilized in planning and implementing programs for Sycamore Creek Community Charter School students.

Safety protocols are reviewed several times per year with all staff, and the Emergency Operation Safety Planning Team. These protocols include earthquake and disaster, lockdown, ingress and egress, campus security, and more, as listed in this document.

SUMMARY OF SUSPENSIONS

Year 2019/2020

of Students Suspended: 1

Year 2020/2021

of Students Suspended: 0

Year 2021/2022

of Students Suspended: 1

Current Year 2022/2023 as of 2/28/23

of Students Suspended: 1

Reference: Ed. Code 32281

Strategies and Programs to Provide and Maintain a High Level of Safety

Though there are slight variances between classrooms in classroom management, most all teachers receive similar training through the “Beginning Teachers Support and Assessment” program early in their careers. Teachers work closely with the administration to provide consistent, school-wide discipline approach while also meeting the needs of individual students. SCCCS’ students’ self-esteem and confidence is promoted through regular school activities.

Procedures for early identification and intervention are securely established. The Student Support Team often serves as a planning and problem-solving team related to school behavior. IEPs and 504 Plans provide specific procedures for addressing the behavioral needs of select students. Discipline data is monitored to detect trends needing to be addressed. Incidents of violence or disruption have increased due to difficulties associated with COVID and are being addressed systemically.

Sycamore Creek’s discipline policy allows staff to effectively respond to behavioral incidents. Teachers review the class and school expectation with students and parents/guardians at the beginning of each year. All families have access (hard copies available in the office and sent through email) to Sycamore Creek’s Parent/Guardian/Student Handbook, which includes schoolwide expectations, and are asked to verify via parent/guardian signature that they have reviewed the handbook with their child.

(A) Child Abuse Reporting Procedures

All school staff actively monitors the safety and welfare of all students. Staff understands their responsibility as childcare custodians and immediately reports all cases of known and suspected child abuse.

Sycamore Creek provides annual (August/September) training to all mandated reporters using an online training module approved by the State Department of Social Services. Mandated reporters complete the training at the beginning of each school year or within six weeks of their initial employment. The training covers child abuse and neglect detection, mandated reporting requirements and procedures, and notice of repercussions of failure to report an incident of known or reasonably suspected child abuse or neglect.

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect to the proper authorities immediately, or as soon as practicably possible by phone but within 36 hours of being made aware of the incident. A written report must be filed with the appropriate agency within 36 hours of the phone call report. Mandated reporters shall not investigate any suspected incidents, but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

References: Ed. Code 44691, Penal Codes 11166, 11165.7, 11166.5

(B) Disaster Procedures

Disaster Plan

In case of a disaster, an emergency operation safety plan is in place. All staff is knowledgeable of the plan and is aware of their individual responsibilities. All staff has been divided into emergency teams which include search and rescue, medical, student supervision, student release, security/damage, and Control Center. A complete copy of the school disaster preparedness plan is located in the appendix. Sycamore Creek Community Charter School’s Emergency Operation Safety Plan encompasses a wide range of possible emergency situations and is aligned to the SEMS procedures. SEMS stands for the Standardized Emergency Management System. Executive Director and staff have been trained and practice during drills.

□ Ed. Code 35295-35297, Gov. Codes 8607, 3100

Public Agency Use of School Buildings for Emergency Shelters

The School Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The District or county office shall cooperate with the public agency in furnishing and maintaining the services as the District or county office may deem necessary to meet the needs of the community.

Reference: SCCCS Board Policy 6114, Ed. Code 32282

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension or recommended expulsion shall occur only when other means of correction fail to bring about proper conduct. However, a pupil may be suspended if the executive director of the school determines that the student's presence causes a danger to persons or property .

If possible, prior to suspending a student, a school conference is held with the student and/or parent/guardian and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student. If necessary, a conference may be scheduled before the end of the suspension period to discuss terms of returning to school with a behavior contract or to consider further disciplinary action, including recommending expulsion. If the executive director decides to recommend expulsion, the student and parent/guardian are also notified verbally and in writing by the executive director.

Offenses that result in mandatory suspension and referral for expulsion with the Executive Director having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code except for the first offense for the sale of not more than one avoirdupois (unit measuring mass) ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code on any school employee.

Offenses that result in mandatory suspension and referral for expulsion (EC 48915) with the Executive Director having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or an after school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.
4. Committing/attempting to commit a sexual assault/battery as defined in E.C. 48900(n).
5. Possession of an explosive.

The appropriate law enforcement agency will be notified of students in violation of these acts.

School officials will also notify appropriate law enforcement authorities when students violate Penal Code 245 which deals with assault with a deadly weapon, instrument or firearm or violation of EC 48900(c) (unlawfully possessed, used, sold, or otherwise

furnished, or been under the influence of an enumerated controlled substance, alcoholic beverage, or intoxicant; or EC48900(d) unlawfully offered, arranged, or negotiated to sell an enumerated controlled substance, alcoholic beverage, or intoxicant, and either sold, delivered, or otherwise furnished to a person another liquid, substance or material and represented it as a controlled substance, alcoholic beverage, or intoxicant.

Law enforcement authorities will be notified of any acts of a student that may involve the possession of narcotics or of a controlled substance, or a violation of Penal Code 626.10 (Gun Free School Zone Act) or section 626.10 (bringing or possessing certain knives, blades, tasers, stun guns, and instruments that expel a metal projectile while on school grounds).

School officials will report any act specified in paragraph (1) or (5) of EC 48915(c) committed by either a student or nonstudent. Specifically, possessing, selling or otherwise furnishing a firearm and possession of an explosive must be reported to the appropriate law enforcement agency.

School officials may inspect school property and may search students, desks, and/or other personal property when they have reasonable suspicion, based on objective facts, that a student is violating or has violated a school rule, regulation, or statute. The scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

□ Ed. Codes 48900(c), 48900(d), Penal Code 626.10

(D) Procedures to Notify Teachers of Dangerous Pupils

Teachers are notified of student suspensions as they occur. Additionally, teachers are informed of each student in their class who has engaged in, or is suspected to have engaged in, any of the acts in 48900 (except “h”), 48900.3, 48900.4 and 48900.7. Students who are identified as dangerous pupils are flagged and teachers are notified about how to review the discipline information on students. Teachers are also notified that the information provided regarding students is for teacher knowledge only and is not to be further disseminated.

Reference: Ed. Code 49079

(E) Discrimination, Harassment and Sexual Harassment Policies

Nondiscrimination/Harassment

Discrimination, harassment, intimidation and bullying of any student based upon the student’s disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics is prohibited.

Prohibited discrimination, harassment, intimidation or bullying includes physical, verbal, nonverbal or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student’s academic performance; or otherwise adversely affects a student’s educational opportunities.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation shall be subject to appropriate discipline, up to and including, counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including, dismissal.

Any student who feels that he/she/they have been subjected to discrimination, harassment, intimidation, or bullying, should immediately contact the Executive Director, or any other staff member. In addition, any student who observes any such incident should report the incident to the Executive Director or staff member, whether or not the victim files a complaint. When finding that harassment has occurred, the executive director or staff member shall take prompt, appropriate action to end the harassment and address its effects on the victim.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying, shall immediately report the incident to the executive director, whether or not the victim files a complaint. In addition, the employee shall immediately intervene when safe to do so.

Reference: Board Policy adopted 1/28/20

(E) Sexual Harassment Policies

Sexual harassment of any student or employee by another person is prohibited. SCCCS prohibits sexual harassment of employees and students. School rules also prohibit sexual harassment.

Students are directed to immediately report incidents of sexual harassment to an administrator or teacher. All complaints and allegations of sexual harassment shall be kept confidential, except as necessary to carry out the investigation or take other subsequent necessary action. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Student counseling and education, when appropriate.
2. Parent notification, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions may include suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.

The School shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including publicizing the school sexual harassment policy in notifications sent to parents/guardians and staff at the beginning of the school year.

Students, and/or their parents, can use the School's Uniform Complaint Procedure to file a formal complaint of sexual harassment. Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint, with any school employee. Within 24 hours of receiving the complaint, the school employee shall report it to the Executive Director. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the executive director, whether or not the victim files a complaint. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

(F) School-wide Dress Code Relating to Gang-Related Apparel

The expression of a student's uniqueness and individuality by means of the student's dress is sanctioned by the governing board as being consistent with stated purposes of the school. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

1. Unsafe either for the student or those around the student.
2. Disruptive of school operations and the education process in general.
3. Contrary to law.

Sycamore Creek Community Charter School parents/guardians are encouraged to ensure the children are dressed appropriately for all on campus and off campus school activities and their clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Executive Director or staff may establish a dress code that prohibits students from wearing gang related apparel as gang related apparel is considered hazardous to the health and safety of the school environment.

Clothing, jewelry and personal items shall be free of writing, pictures or any other insignia which is vulgar, lewd, obscene, profane or sexually suggestive, or which promotes the use of drugs, alcohol or tobacco or other illegal activity, or which is deemed inappropriate. Such articles will be held in the school office and loaner clothing will be provided as necessary.

Shoes must be worn at all times. Backless shoes or sandals are not acceptable.

Hats and caps may be worn with teacher permission inside the classroom. Teachers may implement additional rules for their class.

Clothes shall be sufficient to cover undergarments at all times. All clothing must cover the back and midriff during all school activities (think raising your hand in class and bending to pick up items). See through fabric is not allowed. Shorts and pants must fit securely at the waist. Shorts must have at least a three-inch inseam and skirts and dresses must be mid-thigh in length. Pajama wear is not allowed at school. Students will be notified when dress code policies will not be enforced for special days.

Ed. Code 35183

(G) Internet Safety

Technology Protection Measures block or filter student Internet access to

- (a) pictures that are obscene,
- (b) pornography, or

All Internet Services pass through one connection at the school site.

(H) Counseling Services

Counseling services are available to all students through teacher referral, Student Support Team referral, and parent/guardian request based on situational needs related to schooling. The school works with a psychologist. School counseling services are also provided as needed to students when critical incidents affecting students and/or staff occur, or when students have witnessed a violent act occurring during school hours, school related events, or going to or from school.

(I) Critical Incident Stress Management (CISM)

Teams have been identified to assist when a critical incident occurs. A critical incident is a significant event that impacts a school. This event is outside the norm such as a serious injury or death of a staff member or student, suicide, or an event that generated excessive media. CISM provides emotional and/or psychological triage in response to an abnormal event as well as a structured response to help manage stress and prevent post-traumatic stress. (see Appendix for Critical Incident Response Protocol)

(J) Bully Prevention

The School has established policies related to bully prevention. The Board of Trustees believes that all students are entitled to a safe and a positive learning environment free from disruptions, unlawful discrimination, and bullying. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, and while at school activities.

The School prohibits bullying as defined in this policy. This includes, but is not limited to, unlawful discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.55 and Education Code Section 220, disability, gender, gender identity, gender expression, nationality, race, ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4 directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable student or students in fear of harm to that student's or those students' person or property;
- (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;
- (c) Causing a reasonable student to experience substantial interference with his or her academic performance;

(d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying/Cyberbullying

The Board of Trustees desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

“Cyberbullying” includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation or friendships.

Any employee who has knowledge of unlawful discrimination, harassment, intimidation, or bullying, shall inform the executive director of the concern as soon as possible. Students who have knowledge of unlawful discrimination, harassment, intimidation, or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents/guardians may make such complaints by submitting a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may submit the complaint anonymously. Due to the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated. The executive director may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten School property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance.

Any student who engages in cyberbullying using School-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with School policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Executive Director or designee also may file a complaint with the Internet site or service to have the material removed.

SCCCS participates in “Positive Behavioral Intervention and Supports” (PBIS) to teach and support appropriate behavior, positive character traits, and excellent citizenship. PBIS strategies promote consistency in behavioral expectations from transitional kindergarten through eighth grade. Behavioral expectations are taught and regularly reinforced.

Our school Executive Director and classroom teachers address bully-prevention as needed with lessons appropriate for small and large group instruction. Good citizenship is also promoted.

At SCCC, we provide Parent/Guardian Workshops focusing on the difference between bullying, rude, and mean.

References: Penal Code 422.55

(K) Infectious Disease

Communicable Diseases

The Governing Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. The School requires all staff to routinely observe universal precautions to prevent exposure to blood-borne pathogens and prevent the spread of all infectious disease.



The admission of a student with a disease that is contagious within the school setting shall be determined by the Executive Director or designee in accordance with standard procedures. The School shall exclude students only in accordance with law.

The Executive Director or designee shall have any child suspected of having a communicable disease examined by a school nurse or designated individual. If the nurse or other designated individual indicates to the Executive Director that the child is thought to have a communicable disease, he/she shall be excluded from school. The child may return to school with a note from the doctor stating the child is no longer contagious.

The School recognizes that Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) are blood-borne pathogens and not casually transmitted. Children with blood-borne pathogen infections are entitled to attend school and receive a free and appropriate public education. The sole presence of blood-borne pathogens is not sufficient reason to exclude students from attending school.

Because the disease Acquired Immune Deficiency Syndrome (AIDS) has specific laws and restrictions related to testing, admission to the classroom, privacy, etc., special attention must be given to each case separately as provided in administrative regulations.

Parent/guardians are encouraged to inform the Executive Director or designee if their child has an infectious disease so that school staff may keep the student's parents/guardians informed of any outbreak of disease at school. The School will work cooperatively with the student's parent/guardian and physician to minimize the child's exposure to other diseases in the school setting.

Our response to COVID-19 and precautions we are taking in response can be found in our COVID-19 safety plan on our website, here https://sycamorecreekcharter.org/wp-content/uploads/2020/07/6-25-20_covid19report_SCCCS.pdf

(L) Procedure for Safe Ingress and Egress of Pupils, Parents/Guardians, and Staff to and from School

Students are not allowed on upper campus prior to 8:00 AM and before 8:15 AM on lower campus. Students and parents/guardians crossing the parking lot are asked to use the crosswalk on lower campus. On upper campus parents are asked to park on the school side of the street and walk up to pick up their children. Double parking or stopping in the middle of the street is not allowed.

After school, parents/guardians are able to meet students at the garden gate on lower campus. On Upper Campus students are dismissed from the Nichols gate.

(M) Procedures for Missing or Lost Child

Classroom Teacher Procedures:

- Search the immediate and adjoining areas, particularly areas not within line of sight.
- If the child is not found, notify the Lower and/or Upper School Office immediately
- Maintain a list of any students with a history of elopement – note areas walked to if there is a pattern.

School Office Procedures:

- School office staff will check the check-out roster and the office area for the child. If the child is not found:
- The Lower and/or Upper Campus Coordinator will use the radio and phone texting to check with school staff to see if they know where the student is.
- Under the direction of the school administrator or designee, the search team will begin an immediate search of the campus. The Search Team members include: the school office staff aide (kindergarten playground and classrooms, office area, classrooms garden areas, adult bathrooms). All members of the search team carry their phones or walkie talkies for communication with each other and the office.
- The Executive Director remains available to respond to phone calls and reports from the search team.
- If the entire area is searched and the child is not located, notify the office/Executive Director and report completion of search area. Within 15 minutes if child is not found, office will call police and the parent/guardian.

Follow Up:

- After the child has been found, the school office and all involved personnel will meet to debrief the circumstances and update the search plan, if necessary.
- Executive Director notifies parents/guardians if not previously notified.

(N) Campus Security

Access to campus has been appropriately restricted. Gates are locked after 8:40 am. All visitors and volunteers register in the school offices using a registration management system (RAPTOR) that screens all visitors and volunteers against a national registry and

provides a badge to identify adults on campus. Adults volunteering in the School require clearance based on a tiered system before volunteering in schools. Valuable equipment is regularly inventoried and securely stored.

(O) Grounds Safety

The campus is inspected on a regular basis to ensure safety of facilities including fencing, signage, playground equipment, and buildings. Repairs are made in a timely manner. Adequate supervision is provided through the use of certificated and classified personnel. All facilities, including bathrooms, are kept clean and safe. Traffic patterns are regularly analyzed to ensure the safety of students coming and leaving school.

Site custodians are trained yearly through the Ocean View School District in identifying areas of potential structural exposure of lead and other hazardous materials including asbestos containing materials. Custodians are trained to contain the suspected area and call District Maintenance for assistance.

(P) A Safe and Orderly School Environment Conducive to Learning

Component:
PEOPLE AND PROGRAMS

Element:
SCCCS’ learning environment will be continually improved by promoting: A.) the focus of the entire school community on student growth; B.) the active engagement in learning of all students.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Students will actively participate in learning.	<ul style="list-style-type: none"> Teachers will implement strategies for active student engagement through differentiated instruction. The Lead Teacher will observe lessons by teachers and mentor them to incorporate differentiated instruction. 	Waldorf professional development through the training program at the Waldorf School of Orange County	Lead Teacher	Executive Director
Students will learn about conflict resolution and stress management.	Teachers facilitate various methods including "Council", "Circle", Group Counseling etc.	Various	Class Teachers	Executive Director
Students will learn about school behavior expectations including what to do in case of unkind behaviors.	Teachers facilitate class rules discussion at the beginning of the year	Various	Classroom Teachers	Executive Director
Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be explicitly taught behaviors and expectations and will have opportunities to learn how to regulate their emotions on a regular basis throughout the school year.	Growth Mindset and Professor Jo Boaler strategies.	Various	Classroom Teachers	Executive Director

Component:

PHYSICAL ENVIRONMENT

Element:

A safe and orderly environment will be cultivated and maintained.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
A safe and orderly physical environment will be maintained at all times including in a crisis response situation.	Staff will continue to implement a comprehensive system of behavioral expectations and reinforcements modeled after Waldorf strategies	Emergency Plan Lockdown Plan Huntington Beach Police Department	Executive Director, Staff	Emergency Operation Safety Plan Team review

Sycamore Creek Community Charter School Student Conduct Code

SCCCS staff strives to create a sense of unity among the students at Sycamore through “Forming the Class”. The system enables SCCC staff to consistently promote, teach, and maintain appropriate student behavior and to follow an ethical code of conduct. The purpose is to improve student behavior and academic growth through a well-structured and consistent approach.

In addition to areas of growth, students are recognized for showing kind, safe, responsible behaviors in a variety of settings. Refer to the School-Wide Behavior Matrix to review specific school-wide behaviors. Incentives were developed to be meaningful and fun. Conflict resolution & Stress Management techniques are modeled and taught as developmentally appropriate.

Student buddies between lower and upper grades classes.

For instance, in Mr. Wolcott’s 5th grade class, students are given continuous opportunities throughout the school day to earn a class party. In Ms. Green-Bosinoff’s 4th grade class, students earn a class party as incentives for good behavior by accumulating dragon scales on a chalkboard drawing.

Conduct Code Procedures

Conduct slips are utilized for students who do not follow the school rules. Procedures are clearly defined and used by staff to identify if a problem behavior is major or minor. Consequently, strategies and interventions are used to improve behaviors and address expectations that are not met. Referral data is analyzed regularly, and procedures reviewed to constantly improve practices.

When students display inappropriate behavior, the following steps may be followed:

1. Teacher counsels student
2. Students receives natural consequences if possible (i.e., meaningful work or helping in the classroom)
3. Teacher contacts parent/guardian and sends a conduct note home
4. Teacher has a conference with the parent/guardian
5. Student is referred to the Executive Director
6. Conference is held with Executive Director, parent/guardian, and teacher and initiates a behavior plan.

The above-mentioned attitudes and rules have been developed to ensure the safety and welfare of all Sycamore Creek Community Charter School students. These rules apply before, during, and after school, as well as anywhere on campus or during any kind of school function.

We expect students to obey all adults responsible for their supervision. In addition to these general school rules, all classroom teachers set behavior standards within each classroom.

(R) Hate Crime Reporting Procedures and Policies

It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.

- -Education Code Section 200

For purposes of this title and for purposes of all other state law unless an explicit provision of law or the context clearly requires a different meaning, the following shall apply:(a) "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, immigration status, religion, gender, sexual orientation, association with a person or group with one or more of these actual or perceived characteristics.

- -California Penal Code Section 422.55

Students are encouraged to notify school staff by submitting a verbal or a written complaint when a hate crime as defined in Penal Code 422.55 has occurred. Any school employee who observes any incident of hate crime involving a student shall report the incident to an administrator. Reports of hate crimes shall be investigated promptly and corrective action shall be taken when a complaint is verified.

A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the Executive Director of the school determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Education Code 48900.3

Safety Plan Review, Evaluation and Amendment Procedures

After review of school data, the Safety Plan is reviewed and updated yearly by the Emergency Operation Safety Plan Team made up of school staff, and parents. The Safe School Plan is then adopted by the School Board of Trustees at a public hearing where the Parent/Guardian Community Council is invited to attend, the Huntington Beach City Mayor, as well as school staff.

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals)	Date and Time	Attached Document (description and location)
2022-23 School Safety Plan adopted by School Board of Trustees and School Staff	2/28/2023	Meeting agenda and minutes
Consultation with Fire Department	Forthcoming	
Consultation with Law Enforcement	Forthcoming	

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. Sycamore Creek's Executive Director will fill this function of Incident Commander. The Executive Director is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Types of Emergencies & Specific Procedures

Airplane Crash

IF GIVEN A WARNING, HAVE INDIVIDUALS GO UNDER THEIR DESKS, COVER THEIR HEADS, AND WAIT FOR AN 'ALL CLEAR' SIGNAL.

Do not evacuate or run in the direction that the smoke is traveling. The smoke could be toxic.

Treat the crash just like you would a fire situation.

Be aware of additional explosions that could occur after the crash.

Maintain control over all individuals for which you are responsible. Remain calm.

Evacuate to a safe location and make appropriate notifications about the safety of everyone with you and the condition of your location.

If the winds change, you may have to relocate away from the smoke.

MAKE EVERY ATTEMPT TO PROTECT INDIVIDUALS FROM EXPOSURE TO THE CRASH SITE

Bee Stings

INFORMATION ON BEES

Africanized honeybees like to colonize in utility boxes, burrows, sheds, vacant buildings, trash cans, playground equipment, walls, hollow trees, etc.

Recognizing a possible nest:

Bees hovering or flying in and out of an area or particular location.

Humming sound inside the location.

Do not disturb a nest; do not throw rocks or objects at the nest.

If they are not attacking, slowly and quietly move away from nest and notify the designated authority.

One sting from an Africanized honeybee is no different than a regular bee sting. It is the multiple stings that can be dangerous, especially if you are allergic to stings.

Colonies of bees will not swarm and hunt you down. They are coming to the defense of their colony. Africanized honeybees are much more likely to sting with little or no provocation.

Africanized honeybees attack in greater numbers, and attack people and animals within a range of ¼ mile from their hives.

Once disturbed, colonies may be agitated for 24 hours.

Sometimes machinery such as mowers, trimmers, or chain saws can aggravate the colony.

WHAT TO DO IF ATTACKED

Run away quickly using a direct route to a shelter, classroom, building, or car. You may have to run up to ½ mile.

Bees like to target head and eye areas. Cover your head as much as possible. Cover your head with anything; use your clothing if you have to. Stings to the body are less dangerous than to the head area.

Do not jump in water. The bees will wait for you to surface and then attack.

Run to shelter. Close all doors and windows. Don't worry if a few of the bees get inside with you.

Don't flap your arms or attempt to swat the bees -- just get away.

If there is no shelter, run through tall brush. You may be able to confuse them.

MEDICAL TREATMENT

CALL 911 IMMEDIATELY

DO NOT USE TWEEZERS OR YOUR FINGERS TO PULL OUT OR REMOVE STINGERS. THIS WILL ONLY RELEASE MORE TOXINS.

SCRAPE STINGERS SIDEWAYS FROM SKIN USING A PLASTIC CARD, BLUNT INSTRUMENT, OR EVEN A DULL KNIFE. SEEK

MEDICAL TREATMENT IMMEDIATELY.

Person with Weapon

ACTIVE SHOOTER

Active shooters are very unpredictable and create chaos and panic at the location. This makes it difficult to establish one specific plan of action. Therefore, you must be aware of certain guidelines when making your decisions. Any action that you take must be your own decision.

If confronted, do not aggravate the suspect. Remain calm and understanding. Create time and distance.

Based upon the information at hand, decide if it is safer to evacuate or lockdown.

If teachers hear "LOCKDOWN," they should immediately lock the classroom doors and cover windows, close shades, if they have them.

For LOCKDOWN, please see LOCKDOWN PROCEDURE.

EVACUATION CONSIDERATIONS

Evacuate away from the location of the shooter.

Stay close to walls and avoid open areas.

Run in a zigzag pattern if there is an active shooter. This will make you less of a target.

Do not worry about personal belongings.

Wear your tag or identification in plain sight so law enforcement will know you belong at the location.

Seek the safest shelter and make proper notifications. Control individuals in your care.

LAW ENFORCEMENT INFORMATION

Law enforcement's primary goal is to identify and stop the threat, while protecting life and preventing injury.

Law enforcement will be moving quickly and with weapons drawn.

Law enforcement will not have immediate ability to make rescues or administer first aid.
Law enforcement will make proper notifications about injured individuals.
Always keep your hands above your head and visible to law enforcement.
Listen carefully to their instructions and follow them.
Law enforcement may have to utilize loud devices or smoke diversion while clearing the location.

Biological

Any suspicious package or substance you think is biological in nature, do the following:
If unopened, do not touch, handle, or allow other staff or individuals to handle.
Evacuate and isolate the area or room in which the suspected substance or package is located.
Call 911 or the designated authority. They should notify the FBI or county health department.
Mark the room or area, "DO NOT ENTER."
Contain and isolate any individuals who may have been contaminated.
Wash hands with soap and warm water.

If the opened substance has been exposed, wet any potentially contaminated area or clothing lightly, remove clothing and triple bag.
(First responders will usually do this, wearing protective gloves.)

Bomb Threat

BOMB THREAT INFORMATION

If you have a written threat, DO NOT HANDLE the note. Use gloves to make a copy of the note and protect the original. The person receiving a verbal threat should obtain the following information:

Time of call:
Time call ended:
Type of threat:
Time bomb is set to go off:
Location of package:
Description of device:
What will cause it to explode?
What/Who is the intended target?

Keep the caller on the phone and get as much information as possible.

Take notes, exact words.
Listen to caller's voice, i.e. male, female, old, calm, hysterical, accent, etc. Listen for background noises.

BOMB THREAT CONSIDERATIONS

Immediately notify designated administrator of any threats or suspicious packages.
Prohibit any and all radio frequency transmissions and use of cell phones, pagers, etc.
Immediately advise all individuals and staff not to touch, move, or disarm any object or item.
Alert other staff and personnel and evacuate any suspected area.
Instruct occupants to secure valuables and take personal property.
Leave all electrical switches, doors, and windows unchanged.
Police will be notified and conduct searches, if necessary. Keep everyone calm and orderly.

Hostage Situation

DO NOT TRY TO DISARM AN ARMED INDIVIDUAL.

Dial 911 and notify security or the designated authority of the situation.
If you cannot talk, dial 911 and leave the phone off the hook.
Follow instructions for lockdown or evacuation, depending upon the situation.
AVOID any confrontations with the individual; do not be aggressive or use aggressive body language.

Be a good listener until the proper authorities arrive to handle the situation.

Take mental notes of what the suspect(s) is/are wearing, any weapons you see, and what the suspect(s) is/are saying. This information will be valuable later.

If inside your room, try to turn on your intercom or communication system. Use code words or send written messages alerting the proper authorities.

Severe Weather/Windstorms

SEVERE WEATHER/WINDSTORMS

FOLLOW INSTRUCTIONS FOR EVACUATION OR SHELTER IN PLACE AS ISSUED BY THE DESIGNATED AUTHORITY

Stay calm and account for individuals in your care.

Remember that when making decisions, the protection of life is paramount.

Have everyone move away from any glassed areas.

If outdoors, stop all activities and seek shelter.

If weather becomes severe enough, assume Duck and Cover drill.

If possible, use rooms that are located in the center of buildings and on the ground floors.

It is best to seek shelter in rooms without windows. Use center hallways, if necessary.

If possible, do not seek shelter in structures with large, open roof spans.

Evacuate all rooms that are vulnerable to severe weather.

Beware of wet electrical lines, broken gas lines, and contaminated food and water.

KEEP RADIOS ON FOR CONSTANT UPDATES

Earthquake

CONSIDERATIONS

DO NOT PANIC

STAY CALM

INITIATE DUCK AND COVER DRILL

If you are safe where you are, then stay there. More injuries occur when trying to move.

Most injuries occur from falling debris and electrical wires.

Do not light any matches or turn on any switches. There may be gas leaks. Note: There is no gas on campus.

INSIDE LOCATION

Get under a desk, table, or bench.

If there is no cover, stand against a wall, in a corner or hallway, and away from windows or other glass. If you are under moving furniture, it may be safer to hold on and move with it.

OUTSIDE LOCATION

Find an open space and stay low.

Move away from any structures, debris, or utility lines.

Do not enter any structures or buildings looking for safety.

Be aware of panicked crowds that can stampede and cause more injury.

EVACUATION

Use your designated evacuation route unless it is unsafe or blocked.

When evacuating, be aware of any possible chemical, gas, or electrical hazards. Once evacuated, do not re-enter any structure until it has been declared safe.

Hazardous Material

REMEMBER MANY CHEMICALS REACT DIFFERENTLY WHEN MIXED WITH OTHER SUBSTANCES. NOT ALL CHEMICALS CAN BE MIXED WITH WATER WHEN TREATING VICTIMS.

EVACUATION FROM STRUCTURE

Evacuate everyone to a safe area.

Evacuate uphill, upstream, or upwind of the hazardous material.

Do not allow anyone to touch or step in any of the hazardous material.

Do not let anyone eat or drink anything. It may be contaminated.

If possible and without endangering anyone, notify any other individuals of the danger.

Isolate any individuals who may have become contaminated.

Do not try to rescue anyone. Leave that for the trained responders who have the proper equipment. Dial 911.

SHELTER IN PLACE

Keep everyone inside the location unless instructed to evacuate.

Close windows, shut off vents, turn off fans; seal gaps under doorways and windows with wet towels and duct tape if possible.

Make sure all ventilation systems are shut down to stop circulation of air.

Monitor individuals for any sign of medical distress and report immediately to medical or first aid personnel. Dial 911.

Fire

REMEMBER THE STOP, DROP, AND ROLL DRILL

Immediate danger is from smoke inhalation.

Be aware that the fire can cut off prearranged evacuation routes.

Feel doors for any heat before opening.

When trapped in a room, if safe, escape out the windows.

Use wet towels or clothes to block smoke under doorways and air vents.

If evacuating in smoke, stay low and crawl as you move.

If possible and ONLY IF SAFE, close the doors to rooms and hallways. This will help prevent the air flow of smoke.

Lockdown Procedure

When teachers on upper campus hear "Lockdown," message through the ALERTUS notification system of Oakview Elementary, they should immediately go to the door, instruct all students in close vicinity outside the room to come into the room, and lock the classroom doors. Teachers may block out their windows to avoid eye contact with an outside person.

Do not open the classroom doors for anyone or for any reason.

The plan of action is different, depending on the situation. We may initiate RUN, HIDE, FIGHT.

Teachers should email the incident commander, Dr. Sarah Bach, at sarahbach@sycamorecreekcharter.org with the names and anticipated locations.

If you are outdoors with a class in a lockdown situation, drop to the ground and stay still and/or if safe to do so, seek cover.

If there is gunfire and you are exposed, run with your students away from the gunfire to the nearest area that may provide cover (this may include leaving campus and heading to Huntington Beach Central Park Library, if safe).

If you are with a class and cannot identify the source or area of the threat, remain where you are – staying close to the ground. After establishing that the threat is not near your group, move your students to the nearest cover or determine if it is best to seek cover off-site (by vacating the campus to a safe location).

Administrators will collect students and staff in a safety sweep, if possible.

Please instruct students who are out of your classroom when the lockdown occurs that the classroom will not be opened for them. If the students are outside of your classroom, but indoors in another area (i.e. in the bathroom, lunch room, etc.), they should remain in that location as long as they are not exposed to the lockdown threat.

If students are exposed to the threat while outside of the classroom, they should run away from the threat.

If they can identify the source of the threat and it is away from their location, students should move quickly to the nearest cover, or vacate the campus to a safe location.

After all classrooms and other locations have been cleared by a law enforcement officer, a general public address announcement will be read. It will say: "The campus has now returned to 'all clear' status. Thank you."

Tsunami

Tsunami Information

2 types of tsunamis:

Local Tsunami

Caused by a near shore under sea earthquake;

Preceded by an earthquake or the ocean may recede;

Comes with little or no official warning.

Pacific Wide Tsunami

Generated by a distant earthquake (that may or may not be felt).

Will most likely be preceded by warning from the West Coast/Alaska Tsunami Warning Center (WC/ATWC).

Tsunami Notification Definitions & Action Required

Tsunami Advisory – though no threat exists, there is evidence that a tsunami is making its way across the Pacific.

Tsunami Watch – an earthquake may have created a tsunami and the WC/ATWC is advising coastal communities to stand by for further information.

Tsunami Warning – either a tsunami has been generated or conditions are serious enough to require action by coastal communities. The tsunami message will include earthquake magnitude, originating location, and arrival times of waves. (NOTE: It does not include wave height.)

PLAN A – LOCAL TSUNAMI – Little or No Warning

When a strong earthquake is felt (strong enough to knock you off your feet), a tsunami may have been generated that can strike the coast in less than 10 minutes.

Immediately evacuate the following sites to higher ground and then proceed to Huntington Beach Central Park Library near the playground off Gothard.

If no tsunami has arrived in 20 minutes, the City of Huntington Beach will issue an "all clear."

PLAN B – PACIFIC WIDE TSUNAMI – Warning If a Tsunami Warning has been issued:

The City of Huntington Beach EOC will confirm the Tsunami Warning; if it is confirmed then:

The City of Huntington Beach will initiate its Emergency Operational Plan, and Sycamore Creek Community Charter School will be ordered to evacuate to the Huntington Beach Central Park Library.

The School will send out an emergency message through the Shutterfly platform to parents, notifying them of the situation and directing the HB Central Library where they can meet their children.

Evacuation routes have been set up by the City of Huntington Beach.

UPON ARRIVAL AT HB Central Library

Staff and students will be directed to the location where they will set up their student supervision area.

School staff will be responsible for the care, well-being, and subsequent release of their students.

Follow normal Student Supervision Team functions and Student Release Team functions.

A Site EOC will be set up at the Student Evacuation area to coordinate efforts of the Student Supervision, Student Release Teams, and the Joint Response Team.

Student Release process will begin upon the authorization of the Huntington Beach EOC.

Site-Specific Contacts & Utility Shutoff Information

****See attachment****

Evacuation

Evacuation of the building or work area may be necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency responders or site command personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit, and report to the designated assembly area for your site. The evacuation area is our side of the field and this is the area we practice evacuating to on the upper campus every time we have a drill. The lower campus evacuates to the garden section of our school. If the field is deemed unsafe or inaccessible for the upper campus, we evacuate to the blacktop. On the lower campus if the garden area is deemed unsafe we evacuate to the flagpole area of the campus. If safe, the student reunification gate on the lower campus playground will be used for both campuses. In case of a disaster, there are electrical wires that may fall on the metal fence at the Nichols Gate on the upper campus, as there are many electrical wires which hang above this fence area, making this an unsafe area for reunification. Students will therefore, be escorted to the lower campus area for reunification.

Take your purse or wallet with you. Do not take time to collect belongings or to shut down computers.

Assist handicapped persons and anyone with manageable injuries.

DO NOT attempt to move a severely injured person. Report their location to site command personnel.

DO NOT run, use elevators, or close doors behind you.

DO NOT smoke, light matches, or activate any equipment or electrical switches.

STAY AWAY from any structures, debris, or utility lines.

Designated personnel will take roll sheets with them and take roll in the assembly area.

Designated personnel will take the first aid kits and deliver them to the command group area.

Report attendance and injuries to site command personnel.

Assemble with your division/unit/classroom in the designated area, and remain there until instructed. DO NOT attempt to re-enter the building until it has been officially declared safe. DO NOT leave the site unless instructed to do so.

Before evacuation, assess the situation to determine whether the danger is outside or inside and decide whether to evacuate. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

First Aid

CHOKING

Do not interfere with a choking victim who can speak, cough, or breathe. However, if the choking continues without lessening, seek medical help. If the victim cannot speak, cough, or breathe, immediately have someone call 911 while you take the following actions:

For a conscious victim:

Stand just behind and to the side of the victim, who can be standing or sitting. Support the victim with one hand on the chest. The victim's head should be lowered. Give 4 sharp blows between the shoulder blades. If unsuccessful: Stand behind the victim, who can be standing or sitting. Wrap your arms around their middle just above the navel. Clasp your hands together in a doubled fist and press in and up in quick thrusts. Repeat several times. If still unsuccessful, repeat both procedures again until victim is no longer choking or becomes unconscious.

For an unconscious victim:

Place the victim on the floor or ground and give rescue breathing. If the victim does not start breathing and it appears that your air is not going into the victim's lungs:

Roll the victim onto their side, facing you, with the victim's chest against your knee and give 4 sharp blows between the shoulder blades. If the victim still does not start breathing:

Roll the victim onto their back and give one or more manual thrusts. To give the thrusts, place one of your hands on top of the other with the heel of the bottom hand in the middle of the abdomen, slightly above the navel and below the rib cage. Press the victim's abdomen with a quick upward thrust. Do not press to either side. Repeat 4 times if needed.

Clear the airway: Hold the victim's mouth open with one hand using your thumb to depress the tongue. Make a hook with the pointer finger of your other hand, and in a gentle sweeping motion, reach into the victim's throat and feel for a swallowed foreign object which may be blocking the air passage. Repeat above procedures until successful.

HEART ATTACK

If the victim is experiencing any of the following sensations, take no chances, call 911 at once:

Squeezing pains or tightness in the chest.

Pain that radiates from the chest into the arm, neck, jaw, shoulder, back, or abdomen. Sweating and weakness; nausea or vomiting.

Sudden shortness of breath.

Assist the victim to locate and take nitroglycerin, if he/she has it. If breathing stops or the victim is unconscious, give rescue breathing until help arrives or breathing resumes.

SEIZURE

A person's limbs jerk violently, eyes may roll upward, and breathing may become heavy with dribbling or frothing at the mouth. Breathing may stop. The victim may bite their tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth.

If the victim is known to have occasional seizures, you do not have to call 911. He or she will usually recover from a seizure in a few minutes. However, call 911 if:

The seizure lasts more than 5 minutes;

The person has multiple seizures; The person appears to be injured The person is pregnant.

The person is a diabetic.

The seizure follows a quick rise in the victim's temperature. The victim fails to regain consciousness.

During the seizure:

Call for assistance.

Let the seizure run its course.

Help the victim to lie down flat and keep from falling.

Clear the area of obstacles.

Loosen any restrictive clothing.

Use no force and do not try to restrain the victim.

Do not place anything between the person's teeth. People having seizures rarely bite their tongues or cheeks with enough force to cause significant bleeding.

After the seizure:

If the victim is not breathing, give rescue breathing.

Check to see if victim is wearing a Medic Alert Bracelet. If so, follow its emergency instructions.

Check to see if the victim has any burns around the mouth – an indication of poison ingestion.

Stay with the victim, who may be conscious but confused and not talkative. Be reassuring and comforting. Keep bystanders away as the victim may be embarrassed and self-conscious. The victim will be tired and want to rest.

Do not give pills, food, or beverage until the victim is fully alert.

Stay with the victim until they are fully conscious and aware of the surroundings.

POISONING (INCLUDING SNAKE & SPIDER BITES)

If there is reason to believe a victim has been poisoned or has been bitten by a poisonous snake or spider:

Call the Poison Control Center: 1-800-876-4766.

Do not give the victim anything by mouth unless instructed to do so by the Poison Control Center.

If the victim is vomiting, roll the victim on the left side to prevent choking on what is brought up.

If the victim is unconscious, make sure he/she is breathing. If not, tilt the head back and perform rescue breathing. Do not attempt to stimulate the victim. Call 911 immediately.

For poison in the eye or on the skin, drench and wash the area with large amounts of water until help arrives.

A bite from a poisonous snake or spider may produce swelling, pain, paralysis, difficulty breathing, nausea, slurred speech, and other symptoms. Keep the victim quiet and warm. Remove restrictive clothing and jewelry. Call 911 immediately.

Attempt to identify the poisonous item. If transportation to a medical facility is necessary, take the suspected item and container with you.

BURNS

Minor burn caused by fire or heat, covering only a small area of the body. Immerse burn area in cold water for 20-30 minutes to relieve swelling and pain. Do not cover the burn with grease of any kind; grease continues the burning process.

Serious or extensive burn caused by fire or heat requires prompt professional care. Wrap the victim in a clean sheet or towel that has been moistened at a warm temperature. Do not attempt to clean the burns or remove the clothing or other particles attached to the burned area. Keep the victim lying down, calm and reassured. Call 911.

Chemical burn. Wash with large amounts of cool running water – a cool shower, if possible. Remove all chemical soaked clothing immediately. Avoid contact with the soaked clothing. Continue water flushing for at least 10 minutes. Wrap the victim in a clean sheet; keep victim calm and reassured until emergency help arrives. Call 911.

BLEEDING

Apply direct pressure over the site of the wound using a gauze pad, sanitary napkin, clean handkerchief, even your bare hand, if necessary.

Apply firm, steady direct pressure for 5-15 minutes. If bleeding is from a foot, leg, or arm, use gravity to help slow the flow of blood by elevating the limb so that it is higher than the victim's heart.

If there are symptoms of internal bleeding (coughing or vomiting of blood or "coffee ground" materials), have the victim lie flat and breathe deeply. Do not let the victim take any medication or fluid by mouth until seen by a doctor who permits it.

Bleeding from the ear usually means there is a skull fracture. Always suspect a neck injury when there is a serious head injury. Immobilize the head and neck until help arrives.

Do not attempt to clean the wound. Do not give victim alcohol or other drugs.

Obtain medical assistance. Call 911 if bleeding does not stop, wound is deep, or you suspect a neck injury.

BROKEN BONES

Do not move the victim unless he/she is in immediate danger of further injury.

Check for breathing. If necessary, give rescue breathing.

If there is bleeding, apply direct pressure over the site.

If a broken bone is sticking out of the skin, do not attempt to push it back in place. Apply a moist dressing to prevent drying.

Do not try to straighten out a fracture.

Splint an unstable fracture by carefully placing a folded newspaper, piece of clothing, or towel alongside the limb and tie it in place with a piece of cloth.

Do not permit the victim to walk around.

Call 911.

ELECTRICAL SHOCK

Do not touch a person who has been in contact with electrical current until you are certain that the electricity has been turned off.

Shut off the power at the plug, circuit breaker, or fuse box. If the victim is in contact with a wire where the power cannot be shut off, use a dry stick or broom handle to remove it.

Check for breathing. If the victim's breathing is weak or has stopped, give rescue breathing immediately. Call 911 and while you wait for help to arrive, keep the victim warm.

Appendix 1

Team Assignments

INCIDENT COMMANDER: Sarah Bach

RECORDER: Leticia Quinlan

DAMAGE ASSESSMENT TEAM: Kimberly Telfer-Radzatz; Bama Mattson

SECURITY TEAM: Stephen Wolcott - upper; Cat McCall - lower

SEARCH AND RESCUE TEAM: Elizabeth D'Amato and Alex Mekis – lower; – Audrey Kelly and Gennica Santa-Cruz and/or Maria Urdinarrain

FIRST AID TEAM: Amy Green-Bosinoff – upper; Aurelia Khatib-lower

SUPERVISION TEAM: All other available Certificated and Classified Staff – specialty staff where ever they are at.

STUDENT RELEASE TEAM: Aurelia Khatib – lower; Gennica Santa-Cruz. - upper

Appendix 2

CONTENTS OF EMERGENCY BIN

1. 1 EZ Up
2. 2 Metal Folding Chairs
3. 1 20x20 tarp
4. 5 10x10 tarps
5. 2 10x20 tarps
6. 12 rolls of toilet paper
7. 1 bottle of bleach
8. 1 flood light
9. 1 blue trash can
10. Gasoline Container (EMPTY)
11. Generator (WHEELS FLAT)---still need this
12. 2 Emergency Blankets
13. 10 light sticks
14. 2 lanterns
15. 6 D Batteries
16. 1 Privacy Shelter
17. 10 Tissue Packages
18. 1 Kitty Litter Bag
19. 1 Toilet Seat
20. 1 Shovel
21. 1 Ax---Need this
22. 1 Sledge Hammer----Need this
23. Crescent Wrench
24. Crowbar
25. 5 Pairs of Gloves
26. 1 Command Board
27. 1 Megaphone
28. 2 Water Jugs
29. 1 Heavy Duty Canopy Tarp w/Bungees, Poles (as budget allows)
30. 2 6V Lantern Batteries
31. 12 Flashlights
32. 10 Safety Vests
33. 1 Goggle
34. 300 Red Waste
35. 1 Roll of Caution Tape
36. 1 Collapsible Stretcher (as budget allows)

Appendix 3

BUDDY TEACHER ASSIGNMENTS

Lower Campus

TK-K and 1st

2nd grade and 3rd

Upper Campus

4th and 5th grade

6th, 7th, and 8th grade

Aides are to stay with their classes to support teachers, unless they are designated in our plan to provide support elsewhere.

Appendix 4

TEACHER RELEASE LIST

The following is the priority list for site personnel for purposes of release from duty as the situation warrants. Release of personnel will be done at the discretion of the School and the needs throughout the School. Note: Make sure you have an emergency response plan in place at home for the care of children, parents, pets, etc., in the event you are not able to get home immediately.

Children under high school age (not attending parent's school site)

1. Gennica Santa-Cruz
2. Catherine Rajcic-McCall
3. Alex Mekis
4. Christina Casas
5. Matt Riggle

Invalid or aged relative incapable of self-care

N/A

Older school-aged children

1. Liz D'Amato
2. Tracy Ryan

Live Furthest Away

1. Stephen Wolcott (El Segundo)
2. Alex Mekis
3. Maria Urdinarian
4. Christina Casas
5. Matt Riggle
6. Agnieszka Borzuchowski
7. Liz D'amato (Capo Beach)
8. Catherine Rajcic-McCall (Costa Mesa)
9. Tracy Ryan
10. Mary Baldrige

Sole person in residence

- 1.

Will stay as long as needed

1. Sarah Bach
2. Kimberly Telfer-Radzat
3. Stephen Wolcott

Appendix 5

STAFF RESOURCE SURVEY SUMMARY

First Aid- Current Card

1. Janet Cabellero
2. Sarah Bach
3. Kimberly Telfer-Radzat
4. Stephen Wolcott
5. Catherine Rajcic-McCall
6. Bama Mattson
7. Amy Green-Bosinoff
8. Aurelia Khatib
9. Cat McCall
10. Alex Mekis
11. Audrey Kelly
12. Leticia Quinlan
13. Elizabeth D'Amato
14. Gennica Santa Cruz
15. Christina Casas
16. Agnieszka Borzuchowski
17. Mary Baldrige

CPR- Current Card

1. Janet Cabellero
2. Sarah Bach
3. Kimberly Telfer-Radzat
4. Stephen Wolcott
5. Catherine Rajcic-McCall
6. Bama Mattson
7. Amy Green-Bosinoff
8. Aurelia Khatib
9. Cat McCall
10. Alex Mekis
11. Audrey Kelly
12. Leticia Quinlan
13. Elizabeth D'Amato
14. Gennica Santa-Cruz
15. Christina Casas
16. Agnieszka Borzuchowski
17. Mary Baldrige

Amateur/Ham Radio

1. Amy Green- Bosinoff
2. Bama Mattson

Spanish Speaking

1. Sarah Bach (conversational)
2. Janet Caballero

Camping Skills

1. Sarah Bach
2. Amy Green-Bosinoff
3. Kimberly Telfer-Radzat
4. Stephen Wolcott

Survival Techniques

1. Amy Green-Bosinoff
2. Sarah Bach (very basic)
3. Kimberly Telfer-Radzat
4. Stephen Wolcott

Carpentry

1. Kimberly Telfer-Radzat
2. Amy Green-Bosinoff
3. Bama
4. Stephen Wolcott

Running/Jogging

- 1.. Aurelia Khatib
- 2.. Stephen Wolcott

Bicycle/Motorcycle

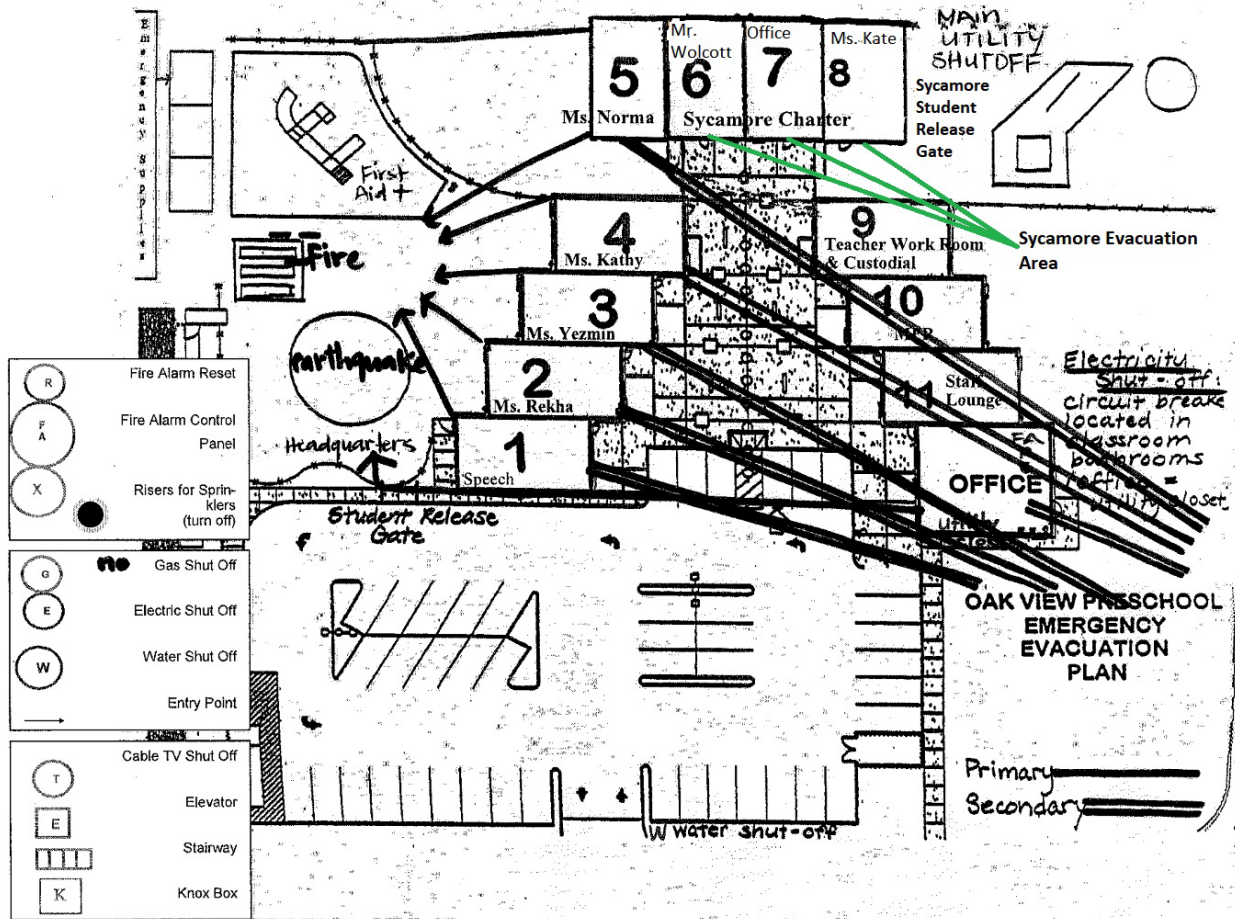
1. Bama
2. Amy
3. Sarah

4-Wheel Drive Vehicle

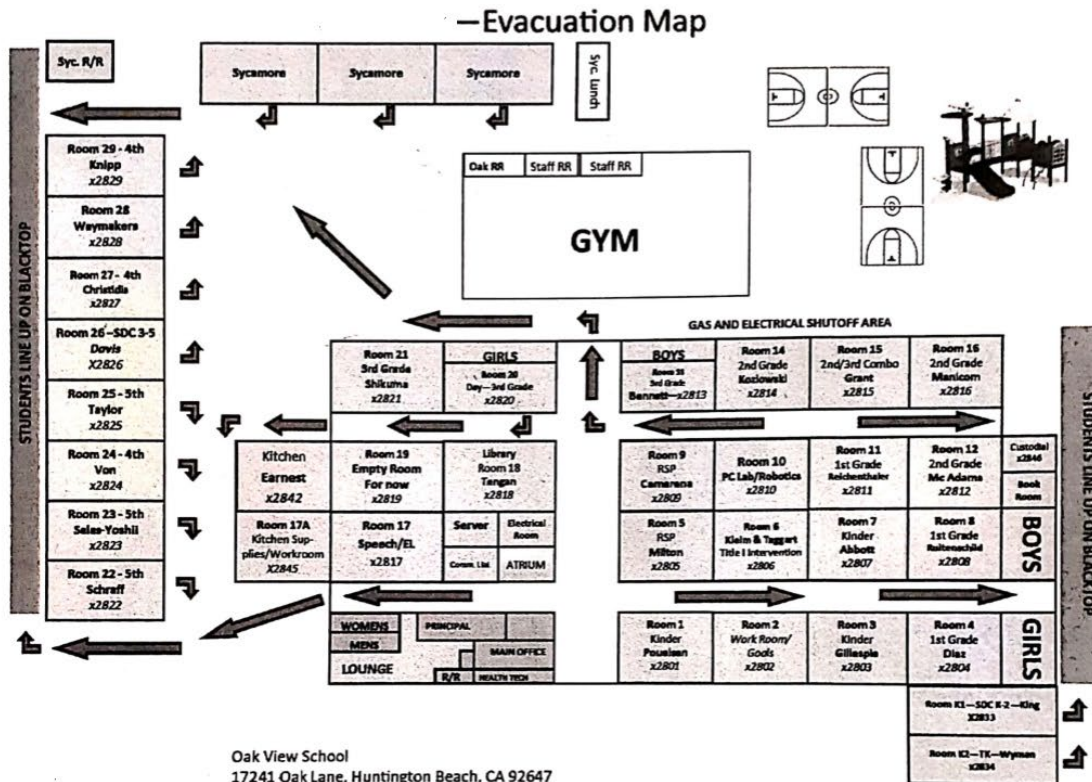
1. Kimberly Telfer-Radzat
2. Bama
3. Amy
4. Cat

CERT trained

1. Stephen Wolcott



Sycamore Creek Community Charter School



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